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ABSTRACT

This booklet provides basic information and guidelines to rural New York school districts competing for grants or other competitive funding. Section 1 examines new realities in the education landscape: the demand for higher academic standards, requirements for increased accountability, the call for systemic change, the need to integrate and align delivery systems, and the advantages of building partnerships. Section 2 identifies successful strategies and approaches used by rural school districts applying for funding. Steps in the application process include identifying funding sources, deciding what to go after, shaping the ideas, testing out the ideas, writing the proposal, and turning failure into success. Successful proposal writing is usually done by a single person familiar with the issues. Recent successful themes have included "the whole is greater than its parts," "education is part of a broader human services strategy," and "the activity will continue after the funds run out." Tips for grant writing are: read the cues, follow application guidelines, follow the point scale, include planned outcomes, demonstrate collaboration and commitment, generate the budget, and speak with one voice. Section 3 lists 17 Web sites and other Internet resources, as well as home pages for federal and state agencies. This section also briefly describes 51 state and federal education programs that provide support to school districts. Section 4 describes the New York State Legislative Commission on Rural Resources and the Rural Education Advisory Committee and lists current members. (SV)

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- Successful Strategies & Approaches
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Successful Education Grant Strategies

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Helping Rural Students Meet Higher Learning Standards for the New Millennium

KC U221189

Rural Education Advisory Committee

June, 1999

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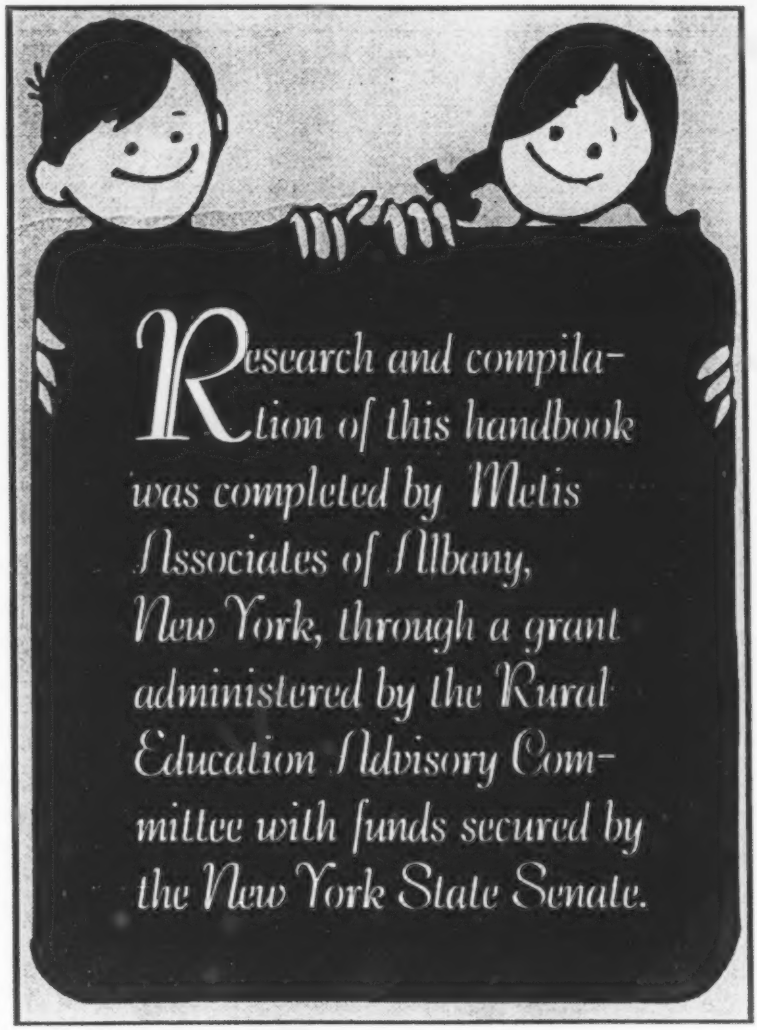
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	Senate:	Assembly
Phone:	(518) 455-2544	(518)455-3099
Fax:	(518) 420-6060	(518)455-4175

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Successful Education Grant Strategies

Helping Rural Students Meet Higher Learning Standards for the New Millennium

Sponsored by the:
Rural Education Advisory Committee

Charles H. Bohlen, Jr., Chair
Ronald Dougherty
Dr. George F. Mack
Judith Duken
Ruth Henry
James G. Hill

Advisors:
Peter Applebee
Mary Ann Auxad
Ronald C. Brach
Suzanne Spear

Published by the:

NYS Legislative Commission on Rural Resources

Senator Patricia K. McGee, Chair

Assemblywoman RoAnn M. Destito, Vice-Chair

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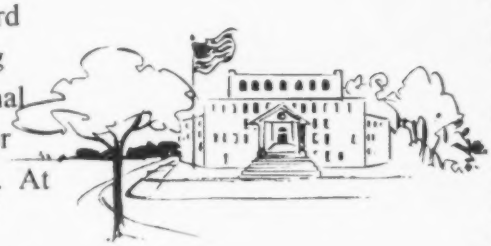
Section 1: Adjusting to New Realities

Demand for Higher Standards

Fueled by demands from the Chief Executive Officers of America's largest companies, both Presidents Bush and Clinton, along with the nation's Governors, called for higher standards for America's schools. The CEOs, the Presidents and the Governors clearly saw performance in school inextricably connected with America's ability to compete successfully in the global marketplace.

In New York State, the Board of Regents established Learning Standards for all of the traditional academic subjects, as well as for career and occupational studies. At the request of the Board of Regents, the New York State Education Department created a series of curriculum frameworks for local schools, and a series of new assessments to be adminstered at the fourth and eighth grades and at various grade levels in high school.



To firmly imbed the new Learning Standards in all of New York State's schools, the Board of Regents established new graduation requirements, including the requirement that all students pass five Regents examinations as a prerequisite for graduation from high school.

> *"If the past decade has been the Age of Lament for America's schools, the nation is now entering the Age of Accountability."*
>
> *U.S. News & World Report, January 18, 1999*

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Demand for Higher Standards

School districts in New York State are responding to the new Learning Standards, examinations and graduation requirements in varying ways. A number of school districts have already moved to an all-Regents high school program, in anticipation of the new Regents graduation requirements. Less affluent school districts in the State's urban and rural areas have expressed concern over their ability to dedicate the level of resources they believe it will take for all students to meet the new Regents examination and graduation requirements. Proponents of occupational education and school-to-work initiatives are concerned that the new Regents graduation requirements will sharply limit the ability of students to participate in work and career-related programs offered by school districts and BOCES, including Tech Prep Education.

But one thing is clear: Higher standards will not disappear from the landscape, and all schools and school districts must make serious efforts to help their students to meet the new standards.

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Along with new Learning Standards, examinations and graduation requirements, New York State has joined other states in establishing school report cards. Thirty six states now publish annual report cards on individual schools, according to *Education Week*. It is not uncommon for local and regional newspapers to list the ranking of schools and school districts according to school report card information, such as the percent of students passing the new English Language Arts Regents examination.

One of the clearest messages being heard in Washington, Albany, and in school boards throughout New York relates to program cost effectiveness. People express concern that their tax dollars are not being spent wisely or that programs are not accomplishing what they set out to achieve. This has created a strong and growing movement to put the focus on results rather than simply on process. This new mind set is being reflected in funding programs, particularly those coming out of Washington. Many funding programs and grant applications stress the need for program accountability.

Potential grantees are being asked to state specific results that are anticipated from the program. This moves grant writing beyond the formerly accepted practice of projecting numbers of students or clients to be served. It also means that applicants need to give serious consideration to data collection, analysis and evaluation. In certain areas, such as increased educational achievement levels or reduced numbers of dropouts, the proposed results are easy to identify. In other areas, the approaches are less direct. Some approaches that are being used to ensure this level of accountability include:

- ☑ User or "Customer Satisfaction" Surveys
- ☑ Cost/Benefit Analysis
- ☑ Independent Evaluation
- ☑ Long-term Client Follow-up

Call for Systemic Change

A number of federal and state agencies and offices have moved away from stand-alone programs that operate as long as grant funds are available and then disappear when those grant funds no longer flow. It has been said that the American educational landscape is littered with programs and initiatives that were abandoned when external funding was no longer available to support them.

Increasingly, government agencies and offices are calling upon schools and school districts to make smart use of external grant resources to leverage systemic change that is institutionalized and which impacts the learning of all students. Such demands for systemic change call upon schools and school districts to pledge their commitment to carry on the initiative after external funds are no longer available, and to specifically identify local funding sources which will maintain changes and initiatives.

Such demands for systemic change call upon schools and school districts to demonstrate how changes and new initiatives will be integrated into the regular school curriculum so that all students receive benefits of the changes and new initiatives. A clear example of this demand for integrated efforts and systemic change is the School-to-Work initiative supported by the federal School-to-Work Opportunities Act. Federal School-to-Work funding was only made available to states and to local partnerships of schools, businesses, and other community stakeholders for a five year period. Funding was looked upon as venture or seed capital to be used to leverage systemic change that was to be supported on an ongoing basis by local school district and community funding.

Many of the grant opportunities that are available to school districts have been designed to deal with particular problems such as school violence, or to deal with particular "target populations" such as dropouts. Applicants have been asked to describe strategies that can be put in place within the school or the educational system. However, in most cases the causes of the problem or the needs of the individuals extend well beyond the school campus.

Applicants now need to think in broader, more expansive terms. The questions that are now being asked move toward multi-systems approaches. How will programs be designed to meet the needs of all students? How will the applicant integrate the various human services systems to meet the goals of the grant? What other resources will be brought to bear? This means reaching out to other service providers to understand their delivery systems and to include their capabilities in a more comprehensive effort. A comprehensive approach means engaging and coordinating the efforts of multiple systems including:

- ☑ Social Services
- ☑ Criminal Justice
- ☑ Economic Development
- ☑ Health
- ☑ Mental Health
- ☑ Substance Abuse

Need to Align Systems

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The Advantages of Building Partnerships

The new emphasis being placed on broader systems approaches means that it will be harder to "go it alone" in seeking new funding opportunities. This new approach may pose particular challenges for smaller school districts. The best way for a school district to position itself for funding opportunities is to develop genuine partnering arrangements with key organizations in the community. These arrangements can be built around efficiency (e.g., a regional approach working through the BOCES), around interest areas (e.g., business and labor involvement in school-to-work) or around access (e.g., establishing a one-stop service system).

Building and maintaining coalitions should be part of an overall strategy to attract resources. Key partners can be drawn from other institutions and systems such as:

- ☑ Other Education Agencies (e.g., post-secondary institutions, private schools)
- ☑ Community Based Organizations
- ☑ Business Groups/Chambers of Commerce
- ☑ Labor Organizations
- ☑ Parent Groups
- ☑ Social Services Providers
- ☑ Police, Sheriffs, Probation, and other Criminal Justice Agencies
- ☑ Substance Abuse Programs
- ☑ State and Local Agencies

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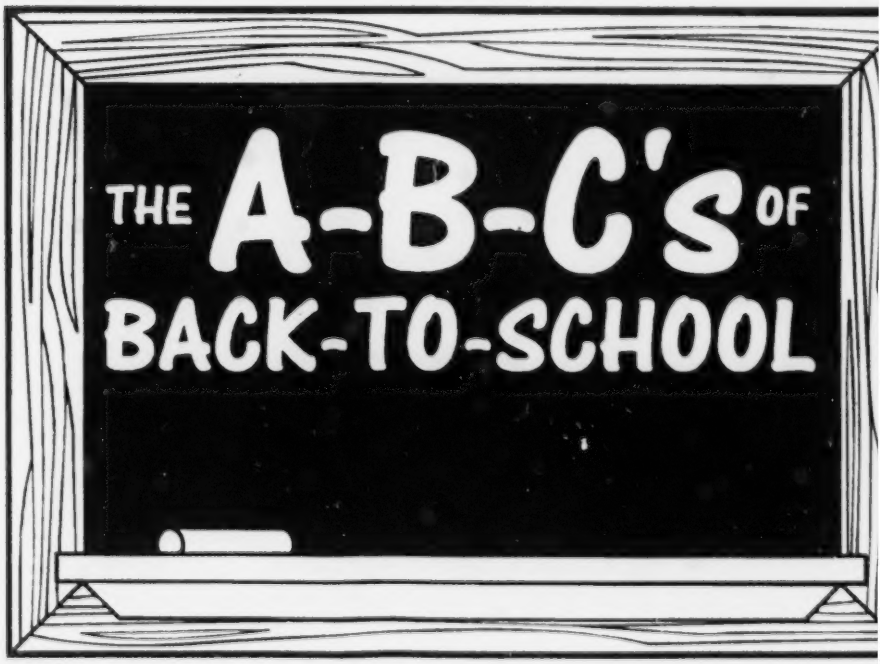
Section 2
Successful Strategies & Approache

While the fiscal climate has become better in the last several years, attributable in part to the healthy economy, the wide variety of funding sources available to school districts often come with strings attached. These strings often take the form of a requirement for school districts to commit other resources, within the education system and from other related resources available in such areas as employment and training, economic development and welfare reform. In order to secure these resources, school districts must not only compete with other districts around the State and across the nation, but establish genuine partnerships with other governmental entities and community organizations.

The following section will describe some of the strategies and approaches that were identified through a survey of rural school districts that have been successful in applying for competitive funding.



Finding Funding Opportunities

One of the biggest challenges in attracting resources to rural school districts is finding out about possible sources of funding that might be tapped. Funding opportunities may come from many different sources including the State or federal governments, philanthropic organizations, foundations, corporations or other private organizations. These potential funding opportunities may be identified through written materials, interactive means, and non-traditional sources.

- **Written Materials:** Federal Register; New York State Contract Reporter; Newsletters (Grants Alert, Legislative, Topical); Foundation Directories; Subscription Services; Catalogues; State and Federal Agency Mailing Lists; Grantsmanship Center Magazine; National School Boards Association; Rural Special Education Quarterly Journal of Rural and Small Schools.

- **Interactive:** Agency Contacts; Legislative and Congressional Members and Staff; Interest Group Staff Electronic Services (e.g. Rural Assistance Information Network - RAIN, HandsNet); Rural Information Center; Internet sources.

- **Non-Traditional Sources:** National, State and Local Foundations; Non-educational agencies (Dept. of Labor, Social Services, Economic Development); Chambers of Commerce; Labor Unions.

After identifying possible sources of funding, a number of important decisions have to be made and an application has to be put together. Based on interviews with successful applicants, five key areas emerge in this process:

- ☑ Deciding What To Go After
- ☑ Shaping the Ideas
- ☑ Testing Out the Ideas
- ☑ Writing the Proposal
- ☑ Turning Failure Into Success

Deciding What to Go After

This is perhaps the most critical decision area for districts attempting to attract new resources. While some people believe that the best thing to do is apply for anything that's available, the experience of the successful applicants suggests a more selective approach. The most common observation made by these successful applicants was that they only seek funding opportunities that **align with the "mission" or "priorities" of the district**. In many cases, successful districts have developed strategic plans that lay out a vision of where they would like to be over some period of time. These strategic vision statements might take the form of a five year plan with specific activities and goals established for each year. This allows grant writers to connect activities that would be funded with new dollars to activities that are already underway. Very often, funders expect potential grantees to describe how the funding for which they are applying relates to the goals of the organization [i.e., the school district]. They also will expect potential grantees to describe how they will use funding sources within their aegis and sources of funding under the control of other organizations to support the outcomes of the program or project which they expect to undertake. [see p. 16]

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Shaping the Ideas

Going for It

After determining that a particular funding source seems to have a good fit with the district's overall plans and objectives, the next step is to decide what approach should be taken in developing the application. In some cases, districts have a particular person assigned to grant development. He or she may sketch out some ideas, and then bounce them off of a few others in the district and those outside the district who have a stake in the program or project and whose support will be needed. Then this person can begin writing. Another common approach is to assign the task of grant development to a person or unit based on the general category of funding (e.g., Vocational Education funding would be assigned to the Home and Careers Teacher). A number of successful districts reported using a different, more open approach at the beginning of the grant development process. This more open approach involved **establishing a cross disciplinary or cross agency team to brainstorm ideas**. Adopting a team approach allowed for a great deal of input at the early stages and helped to lay out general directions for the grant applications. High levels of collaboration were cited as particularly useful in developing ideas and identifying connections to existing or planned efforts. This collaborative approach should include partners both inside and outside of the educational community. In fact, it is becoming more common for funders to require that potential grantees provide evidence from various stakeholders in the community that they support the proposed project. Such stakeholders may include parents, employers, representatives from community agencies and representatives from other governmental agencies.

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Testing Out the Ideas

After the team has gotten together to brainstorm once or twice, the question that grant developers should be asking is "Are we on the right track?" While this may seem self-evident, it is important that grant developers make a hard assessment at this stage because sometimes the creative ideas that come out of brainstorming sessions are not exactly what the funder had in mind. If the funding agency sponsors a bidders conference, members of the grant development team should attend and ask questions. Often, the best (and most underutilized) way to obtain valuable feedback at this stage is the direct approach -- **ask the funding agency**. Contacts should be made both at the regional level and with the main office. Sometimes a contact person's name and phone number is provided in the Request for Proposals [RFP], or an e-mail or Web site address is given to which potential grantees can direct questions. While the agency staff may be unable to give specific directions, they are usually more than willing to provide a reaction to the general approach and some helpful ideas about how to proceed. One other way to obtain feedback is to **ask for information and advice from other districts or organizations that have already received funding through this grant source**. In keeping with the themes of partnership and collaboration, **input and comments should be sought from a wide range of interested parties**.

Writing the Proposal

Thus far, the process described here has relied heavily on collaboration and broad-based input. This approach has proven itself to be the most effective in putting together creative, practical ideas that build on the applicant's strengths. There is no reason for collaboration to stop as the grant application is actually drafted, however, a **coherent application cannot be written by a committee**. Most of the successful applicants said that once the ideas and approaches were agreed upon, a single person was asked to be responsible for producing the document. Often, that person is a teacher who is familiar with the issue. Since budget cutting is having an impact on many areas, teachers are often more than willing to assist a district in securing grant funds that may help support the cost of programs slated for elimination. While other individuals or small writing teams might be given responsibility for developing sections of the application, the lead person would be responsible for editing the document for style, consistency and tone. It is important to note that grant writing is a specialized skill. While a teacher familiar with the issue may be the best person to write the application, he or she should have some experience with the grant writing process, or work with someone who does.

Turning Failure Into Success

Despite the best efforts of a strong grant writing team, there will always be applications that are not selected for funding under a competitive process. Rather than waiting for the next funding round to be announced, grant developers should **use the unsuccessful application as a learning tool** to better position their district for the future. While the experience is still fresh, the grant writing team should undertake an honest critique of the application. As part of that critique, the team should attempt to obtain as much feedback as possible from the proposal reviewers. At minimum, the reviewers' written comments should be requested and distributed to all team members. Wherever possible a face-to-face meeting should be held with the people who reviewed the application. If that approach is not feasible, a representative of the granting agency should be invited to attend a meeting of the grant development team. The district should also request copies of successful applications for review and comparison.

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Grant applications often require the writers to list a number of activities and time lines that may appear somewhat disjointed. It is important that these key elements of the proposal be tied together in order to help the reader understand the applicant's approach. One way to accomplish this is to include some major themes in the application. These themes can help to organize the entire application or individual sections. Some examples of the kinds of themes that have proven successful are as follows:

- ☑ "The whole is greater than the sum of its parts."
- ☑ "Education is part of a broader human services strategy."
- ☑ "The activity will continue after the funds run out."

"The whole is greater than the sum of its parts."

With available funds for new or expanded initiatives coming from within and outside the educational community, funding agencies need to know that they will be getting the greatest return on their investment and that the funding which they are providing will develop or strengthen a system of services. Accountability and system building are ideas that permeate the language of RFPs. The best way to address the issue of accountability is by presenting a clear description of what data will be collected and how it will be used to evaluate the extent to which the district is meeting the objectives of the funding agency. An excellent way to address the issue of system building is through resource leveraging and the integration of funding sources. Districts should begin developing proposals that draw together various funding sources — state, federal and local, to accomplish their mission. Grant funds should be used wherever possible as a means of attracting and sustaining other resources. Grant writers should present a picture that shows how combined funding efforts will create a stronger system.

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Successful Themes

"Education is part of a broader human service strategy."

The movement toward more comprehensive funding approaches that include integrating a variety of related funding sources and utilizing block grants will have a broad impact across all human services systems. The level of collaboration that will be required moves well beyond the more routine "review and sign-off" approaches that have been common in the past. This means that grant writers will need to be sensitive to how their efforts fit into a community's or region's overall objectives. Educational agencies are well positioned to take a lead role in the development of a comprehensive human services strategy. This is because schools have a strong resource base, facilities, and direct links with young people and their families. In applying for funds, districts should highlight those strengths and put them in broader contexts that include such areas as workforce preparation, workforce development, economic development, self-sufficiency, family stability and family literacy.

"The activity will continue after the funds run out."

One of the most common criticisms of categorical funding programs is that when the funds dry up the programs end. Systems are not built or changed through such funding. Very few funding initiatives are able to demonstrate a strong record of institutionalization. Wherever possible districts should suggest that the investment of funds should be seen as providing "venture capital" because there is a realistic plan to continue the initiative over the long term. This is best accomplished by blending other funding sources and by focussing on developmental activities as opposed to using resources to fully support ongoing staff positions. Obtaining commitments from other community partners is an essential component of this approach.

Preparing successful grant applications, like most other endeavors, requires that thought be given to the target audience. In this case, that means the grant reviewers. It is critical that the grant application be tailored to the needs and expectations of those reviewers.

- ☑ Read the Cues
- ☑ Follow the Application Guidelines
- ☑ Follow the Point Scale
- ☑ Include Planned Outcomes
- ☑ Demonstrate Collaboration and Commitment
- ☑ Generate the Budget
- ☑ Speak With One Voice

Read the Cues

This means that grant writers should try to pick up on the key themes and approaches that the legislation or authorizing agency is looking for. One good way to discover this is to read the legislative intent. For example, if the legislation or grant solicitation talks about collaboration, the applicant should build that concept into every section of the proposal. It is very helpful to repeat the exact words or phrases of the legislation or authorizing agency throughout the grant application.

Follow the Application Guidelines

Grant writers need to address all the guidelines in the application, those dealing with both the content of what is to be included and the format in which it is to be presented. Particular attention should be paid to page limitations, space and font requirements, original signatures, and general assurances and certifications. If the application provides a format in which to present the content, the grant writer should use it with the exact same numbers, letters and headings as used in the application materials. Material that does not fit under these headings should be noted and placed in another section.

Follow the Point Scale

Make sure the application clearly addresses every component of the point scale. Most importantly, make sure there is some reasonable balance. For example, sections worth fifty points should be given far more emphasis and detail than sections worth ten points. At times, successful applicants have allotted page limits based on the number of points each section is assigned.

Include Planned Outcomes

Reviewers want to know what outcomes they can expect from the project. This addresses the issue of accountability. This means applications should clearly state the results that are intended, the way they will be measured, when they will be achieved, and any plans for changes or modifications. This should be done even if not specifically requested. Often, including a chart is helpful [see below]. It should describe the outcome or result to be achieved; the activities or strategies to be undertaken to achieve the particular outcome or result; the deliverable, if applicable; when the outcome or result is to be achieved; and, the person(s) responsible for achieving it.

Outcome/ Result	Activities	Deliverable	By When	Who

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Demonstrate Collaboration and Commitment

Demonstration of genuine collaboration and commitment is key. Simply including letters of support or endorsements does not demonstrate a real partnership. Other partners in the community should be seen as integral parts of the overall approach, wherever possible.

Generate the Budget

Generating a budget requires information that may not be readily known by the person preparing the budget. The person in the district responsible for the budget should be included early in the process of developing the application. The budget information required in the application should be given to this person at the beginning of the process.

Often an application will ask that the budget be presented in a variety of ways — sometimes in budget categories; sometimes proposed allocation amounts by objective. If the same total budget is to be arrayed in different formats, it is very important that whatever categories are used, they add up to the same total budget amount. Sometimes limits are placed on certain expenditures like administration or equipment. These must be carefully observed.

Speak With One Voice

Often, grants written in sections by various groups or individuals appear to be a collection of disjointed ideas rather than a comprehensive approach to solving a problem or addressing a need. This can work heavily against the applicant. Care should be taken to ensure the application holds together well. Reviewers reading the document should be able to see that the partners involved in its development were able to unify their efforts. It may be useful to have someone unfamiliar with the project read the application as if he or she were a reviewer, and provide feedback for making revisions.

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Section 3: Grant Monies

This section contains a listing of relevant Internet resources that can be used to explore funding opportunities. The Internet is a good tool for staying current on available funding, as web sites are updated frequently with the most current information.

This section also summarizes very briefly some state and federal education programs available to school districts, as of the publication date. However, new financing options are created, while others may be terminated, in any given year. Nevertheless, readers are urged to follow up relevant listings. If funding for a program is no longer available, staff will likely be knowledgeable about where similar kinds of assistance can be found. A program index is shown on pages 25-26.

Internet Resources

The Internet is a rich source of up-to-date information for grantseekers. By using a search engine, such as Yahoo (http://www.yahoo.com) or Alta Vista (http://altavista.digital.com), you can search for funding or information by typing in selected keywords or topic areas. Colleges and Universities often have online libraries for grantseekers.

Many of the websites provide links/gateways to other related sites. RFPs and application guidelines can often be downloaded directly from governmental and private foundation sites. Some sites also contain tips for preparing and submitting grant applications. Websites that you wish to visit often can be "bookmarked" for future reference. Following are some websites which may be of interest:

☑ http://www.nysed.gov/workforce/grants.html
This NYS Education Department web site provides a link to the Federal Register and the Grants and Contracts Information Web Site for those seeking federal grants available to school districts.

☑ http://gcs.ed.gov/index.htm
The US Department of Education Grants and Contracts Information Web Site has links to grants information at DOE, Federal Register Announcements, Contracts Information, and other grant and contract sites.

☑ http://www.ed.gov/GTEP
The Guide to US Department of Education Programs and Resources is a reference for information and resources administered by the US Department of Education. It contains information on financial assistance offered to state and local education agencies, institutions of higher education, postsecondary vocational institutions, public and private nonprofit organizations and individuals.

☑ Notices of all competitions for discretionary grants are published in the Federal Register, and Requests for Proposals (RFPs) for all contracts are advertised in the Commerce Business Daily. The guide can be searched by topical heading, administering office, applicants, assistance, CFDA number, education level and subject index.

☑ http://web.fie.com/cws/sra/resource.htm
The Society of Research Administrators' (SRA) Grantsweb is a comprehensive source that provides links to government resources, general resources, policy information and regulations and private funding.

☑ http://www.hhs.gov/progorg/grantsnet/
GrantsNet is a tool for finding and exchanging information about the Department of Health and Human Resources and selected other Federal grant programs. General grant information and grant administration can be accessed through this site. The Catalog of Federal Domestic Assistance (CFDA) can be accessed through this site. The CFDA profiles all Federal grant programs and has a section on writing grant applications. An on-line electronic text version is available for keyword searching and downloading to your PC. The CFDA is published annually and updated mid-year, and is available in the reference section of most major libraries and in the offices of State and local governments.

☑ http://www.sai.com/adjunct/nafggrant.html
The At-a-Glance Guide to Grants provides links to agencies, foundations, and organizations; databases of funding opportunities; e-mail lists; indices of grants-related sites; templates; and tutorials.

☑ http://www.learner.org/sami
The SAMI (Science and Math Initiatives) is a searchable database of resources, funding, and curriculum for math and science teachers.

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Internet Resources

☑ http://www.quinlan.com/gdc/index/html
This is Quinlan Publishing Company's Online Grants and Development Center, which has regularly updated information on grants and funding opportunities and resources for local governments, public and private schools, and law enforcement.

☑ http://quest.arc.nasa.gov/top/grants.html
NASA's Internet Initiative contains grant information and links focused primarily on science, math, engineering, and educational technology. Links are provided to corporations including Dow, Sprint, Bell Atlantic, Pfizer, and Hewlett Packard.

☑ http://www.nysl.nysed.gov/grantres.htm
The New York State Library has an extensive collection of Foundation Center publications, including Grantmaker directories, regional and international directories, subject field directories, grant recipient directories, guides for fundraising and prospect research and proposal writing guides. The Library also has additional resources for grants research, including handbooks and texts about proposal writing, federal and state fundraising resources and magazines and newspapers written for grantseekers.

☑ . The Library also has an electronic reference area, which includes the Foundation Center's Database on CD-ROM, and several on-line subscriptions via the internet. The databases are searchable and available for public use during Library hours. Library reference staff are available for a fee (approximately $40 for a basic search) to conduct online searches of these databases for those who cannot visit the library. For more information about the grants collection and services, contact: Reference Services, NYS Library, Cultural Education Center, Albany, NY 12230-0001, (518) 474-5355, e-mail refserv@unix2.nysed.gov.

☑ http://fdncenter.org
The Foundation Center collects, organizes, analyzes and disseminates information on foundations, corporate giving, and related subjects.

☑ http://www.nonprofit.gov
Non-Profit Gateway is a network of links to Federal government information and services.

☑ http://www.oryxpress.com/miner.htm
This is a condensed on-line version of *A Guide to Proposal Planning and Writing* by Lynn E. Miner, Jeremy T. Miner, and Jerry Griffith.

☑ Grantseeker Tips is an electronic newsletter designed to help grantseekers plan and write successful grants. Subscription to this service is free and subscribers will receive a new issue every two weeks. To subscribe to the list, e-mail MinerL@marquette.edu. Type "subscribe" in the subject box and in the body of the message, type "I would like to subscribe to the Grantseeker Tips," and you will be added to the list. The list owners are Lynn E. Miner, Executive Director of Research and Sponsored Programs, Marquette University, and Jeremy T. Miner, Grants Coordinator, Children's Hospital of Wisconsin.

☑ http://www.rams-fie.com/opportunity.htm
FEDIX Opportunity Alert is a free online e-mail service which delivers targeted research and education funding opportunities from FEDIX's 8 participating agencies that match your area of interest.

Federal Agency Home Pages:

☑ U.S. Department of Education
http://www.ed.gov

☑ U.S. Department of Health and Human Services
http://www.hhs.gov

☑ National Science Foundation
http://www.nsf.gov

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Internet Resources

State Agency Home Pages:

- ☑ NYS Education Department
  http://www.nysed.gov
- ☑ NYS Department of Labor
  http://www.labor.state.ny.us
- ☑ NYS Office of Children and Family Services
  http://www.dfa.state.ny.us
- ☑ NYS Department of Health
  http://www.health.state.ny.us

Following are some state and federal education programs available to school districts, as of the publication date. In any given year, some grant sources may be terminated, while others are created. Readers should follow-up on relevant listings, as staff will likely be knowledgeable about where similar kinds of assistance can be found if funding for a particular program is no longer available.

Some funding is only provided on a continuation basis for existing partnerships or consortia, however, these entities may offer sub-grants. Several examples include School-to-Work Partnerships, Tech Prep Consortia, and the Liberty Partnership Program.

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Program: Workforce Preparation

Administering Agency: NYS Education Department

Objective: Provides aid to programs directed at youth apprenticeship, career exploration, employment preparation, and integrating academic and workplace experience and technology.

Program Contact:
Jean Stevens, Assistant Commissioner
Workforce Preparation & Continuing Education
NYS Education Department
Education Building, Room 319
Albany, NY 12234
(518) 474-8892

Program: Vocational Education

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Provides funds to be used to improve career education programs designed to prepare individuals to work in a technologically advanced society.

Program Contact:
Howard Berkun
Workforce Development Team
NYS Education Department
Education Building, Room 315
Albany, NY 12234
(518) 474-4809

Program: Child Abduction Prevention Education

Administering Agency: NYS Education Department

Objective: Provides funds to school districts and BOCES to develop curriculum to train teachers in the area of child abduction prevention.

Program Contact:
Doris Hill-Wyley
Office of Curriculum & Instruction
NYS Education Department
Education Building Annex, Room 671
Albany, NY 12234
(518) 474-5922

Program: Learning Technology Grant Program

Administering Agency: NYS Education Department

Objective: Funds provided for approved instructional technology programs operated by public schools, non-public schools and BOCES.

Program Contact:
Lynn Reuss
Office of Curriculum & Instruction
NYS Education Department
Education Building Annex, Room 668
Albany, NY 12234
(518) 474-5922

Program: Curriculum, Instruction & Assessment

Administering Agency: NYS Education Department

Objective: Provides aid for curriculum and instructional development, exam development, addressing the NYS learning standards, bilingual education, and curriculum and assessment programs.

Program Contact:
Roseanne DeFabio, Assistant Commissioner
Curriculum, Instruction & Assessment
NYS Education Department
Education Building Annex, Room 675
Albany, NY 12234
(518) 473-7880

Program: School Health Programs

Administering Agency: NYS Department of Health

Objective: Makes available comprehensive primary and preventive health and mental health care services to a total of 158 preschool, elementary and junior high school sites.

Program Contact:
Annette Johnson
Bureau of Child & Adolescent Health
NYS Dept. of Health, Corning Tower, Room 208
Albany, NY 12237
(518) 486-4966

Program: Jobs for Youth

Administering Agency: NYS Department of Labor

Objective: A two-year program for in-school or out-of-school youth integrating academic curriculum and work based instruction to lead youth into full-time registered or modified apprenticeship programs, primarily in health occupations.

Program Contact:
Yue F. Yee
Acting Director of Workforce
Development & Training
NYS Department of Labor
State Office Building Campus, Bldg. 12
Albany, NY 12240
(518) 457-0380

Program: Adolescent Vocational Exploration (AVE)

Administering Agency: NYS Department of Labor

Objective: Provides grants for programs to assist youth up to age 17 who are at risk of dropping out of school. Programs are aimed at developing and clarifying career and educational goals.

Program Contact:
Yue F. Yee, Acting Director of Workforce
Development & Training
NYS Department of Labor
State Office Building Campus, Bldg. 12
Albany, NY 12240
(518) 457-0380

Program : Progressive Adolescent Vocational Exploration

Administering Agency: NYS Department of Labor

Objective: Provides grants to assist economically disadvantaged in-school youths ages 14-21; seeks to expand career awareness, prevent dropout, develop foundation skills and competencies and provide alternative career paths for participating students.

Program Contact:
Yue F. Yee, Acting Director of Workforce
Development & Training
NYS Department of Labor
State Office Building Campus, Bldg. 12
Albany, NY 12240
(518) 457-0380

Program: Title I Migrant Education Program (MEP)

Administering Agency: NYS Education Department

Objective: Serves children of seasonally employed migrant workers.

Program Contact:
Nancy Croce
Migrant Education Program
NYS Education Department
Education Building Annex, Room 461
Albany, NY 12234
(518) 473-0295

Program: Day Care & School Age Child Care Start-Up/ Expansion

Administering Agency: NYS Office of Children & Family Services

Objective: To provide start-up/expansion grants for the development or expansion of new child day care centers and school-age child care programs.

Program Contact:
NYS Office of Children & Family Services
Bureau of Early Childhood Services
(518) 474-9615 (leave a voice mail message)

Program: Health & Safety Grants for Child Care Centers and School Age Child Care Programs

Administering Agency: NYS Office of Children & Family Services

Objective: To provide grants to assist child day care centers and school age child care programs in conducting programs in a manner which ensures the health and safety of the children being served.

Program Contact:
NYS Office of Children & Family Services
Bureau of Early Childhood Services
(518) 474-9615 (leave a voice mail message)

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Program: Youth at Risk/Community Partnership Program

Administering Agency: NYS Education Department

Objective: Funds local programs which promote partnerships among community resources (schools, businesses, churches, others) to serve at risk youth, improve school attendance, and retain students in school until graduation. Services include parenting education and prevention activities for drug and alcohol abuse, adolescent pregnancy and school violence.

Program Contact:
John Soja
Comprehensive Health & Pupil Services
NYS Education Department
Education Building, Room 318M
Albany, NY 12234
(518) 486-6090

Program: Teacher Resource & Computer Training Centers

Administering Agency: NYS Education Department

Objective: Provides support of Centers and professional development toward increasing professional competence.

Program Contact:
Isabel Pickett
NYS Education Department
Education Building Annex, Room 467
Albany, NY 12234
(518) 473-1234

Program: NYS Experimental Pre-Kindergarten Program

Administering Agency: NYS Education Department

Objective: Supports 98 programs statewide to provide pre-kindergarten experiences for 4 year old children from economically disadvantaged families within school districts. (Only continuation funding available at this time.)

Program Contact:
Pat Chmielewski
Child, Family & Community Services
NYS Education Department
Education Building Annex, Room 381
Albany, NY 12234
(518) 474-5807

Program: Universal Pre-Kindergarten Program

Administering Agency: NYS Education Department

Objective: Funding available to school districts to provide pre-k experiences for 4-year olds. Funding for the 1999-2000 school year is targeted at districts with a large proportion of children from economically disadvantaged families. All school districts will be eligible for funding beginning in the 2000-2001 school year.

Program Contact:
Pat Chmielewski
Child, Family & Community Services
NYS Education Department
Education Building Annex, Room 381
Albany, NY 12234
(518) 474-5807

Program: Sharing Success

Administering Agency: NYS Education Department

Objective: Provides funds to schools and BOCES for replication of validated programs and for validation and demonstration.

Program Contact:
Laurie Rowe
Office of Innovative Programs
NYS Education Department
Education Building Annex, Room 464
Albany, NY 12234
(518) 474-1280

Program: Efficiency Study Grants

Administering Agency: NYS Education Department

Objective: Funds local studies to determine the advisability of reorganizing with one or more school districts or potential benefits of sharing programs among districts or with a municipality.

Program Contact:
Suzanne Spear
BOCES Unit
NYS Education Department
Education Building Annex, Room 876
Albany, NY 12234
(518) 474-3936

Program: Education of Homeless Children & Youth

Administering Agency: NYS Education Department

Objective: Provided to local education agencies for administrative purposes to ensure that homeless children and youth receive equal access to educational services.

Program Contact:
Cheryl Ohanesian
Child, Family & Community Services
NYS Education Department
Education Building Annex, Room 375
Albany, NY 12234
(518) 474-5807

Program: School Violence Safety/Extended School Day

Administering Agency: NYS Education Department

Objective: Prevention and intervention programs developed to increase school safety and reduce school violence while extending the school day by providing pre- or after school extracurricular enrichment activities. Also provides training sessions to Safe Schools Teams that evaluate discipline policies and procedures within schools.

Program Contact:
Carl Friedman
Comprehensive Health & Pupil Services
NYS Education Department
Education Building, Room 318M
Albany, NY 12234
(518) 486-6090

Program: Dwight D. Eisenhower Mathematics & Science Education Act

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: To promote and support high quality professional development in all core subject areas, with an emphasis on math and science.

Program Contact:
Laurie Rowe
Office of Innovative Programs
NYS Education Department
Education Building Annex, Room 464
Albany, NY 12234
(518) 474-1280

Program: Community Schools Program

Administering Agency: NYS Education Department

Objective: Funds programs in school districts to develop programs for using school facilities as recreation sites during off-school hours.

Program Contact:
Cheryl Ohanesian
Child, Family & Community Services
NYS Education Department
Education Building Annex, Room 375
Albany, NY 12234
(518) 474-5807

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Program: Even Start Family Literacy Program — Chapter I

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Improves educational opportunities for children and adults by integrating early childhood education, adult education and parent education into a unified program through cooperative projects.

Program Contact:
Susan Henry
Adult, Family and Alternative Education Team
NYS Education Department
Education Building, Room 307
Albany, NY 12234
(518) 474-8700

Program: Targeted Staff Development Grants

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Funds competitive grants to school districts to support high quality professional development in support of the NYS learning standards.

Program Contact:
Laurie Rowe
Office of Innovative Programs
NYS Education Department
Education Building Annex, Room 464
Albany, NY 12234
(518) 474-1280

Program: Child Nutrition Program — Milk Program

Administering Agency: NYS Education Department

Objective: Encourages the consumption of milk by children in elementary and secondary schools where students do not have access to Federal lunch or breakfast programs.

Program Contact:
Frances O'Donnell
Child Nutrition Program
NYS Education Department
Education Building Annex, Room 362
Albany, NY 12234
(518) 473-8781

Program: Child Nutrition Program — School Breakfast Program

Administering Agency: NYS Education Department

Objective: Supports the provision of nutritious breakfasts to all children attending public and non-public schools and residential child care institutions.

Program Contact:
Frances O'Donnell
Child Nutrition Program
NYS Education Department
Education Building Annex, Room 362
Albany, NY 12234
(518) 473-8781

Program: Child Nutrition Program — National School Lunch Program

Administering Agency: NYS Education Department

Objective: Supports the provision of nutritious lunches to all children in public and non-public non-profit schools and residential child care institutions.

Program Contact:
Frances O'Donnell
Child Nutrition Program
NYS Education Department
Education Building Annex, Room 362
Albany, NY 12234
(518) 473-8781

Program: Child Nutrition Program — Summer Food Service Program

Administering Agency: NYS Education Department (for programs in schools, government agencies); USDA (for programs in private/non-profit organizations and residential camps)

Objective: Provides meals and snacks to children during long vacations when there is no access to school meals (e.g., summer vacation).

Program Contact:
Frances O'Donnell
Child Nutrition Program
NYS Education Department
Education Building Annex, Room 362
Albany, NY 12234
(518) 473-8781

Program: Nutrition Education & Training

Administering Agency: NYS Education Department

Objective: Provides nutrition education training to teachers, students, parents, administrators, and school and institution food service personnel.

Program Contact:
Gordon Odermann
Comprehensive Health & Pupil Services
NYS Education Department
Education Building, Room 318M
Albany, NY 12234
(518) 486-6090

Program: Schools in Federally Affected Areas (Impact Aid)

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Provides financial assistance to school districts in which enrollments or availability of revenue are adversely affected by federal activities.

Program Contact:
Diane Hutchinson
Office of Management Services, State Aided Programs
NYS Education Department Education Building, West Hall Room 507
Albany, NY 12234
(518) 474-2977

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Program: Parenting Education

Administering Agency: NYS Education Department

Objective: Funds programs to provide parents with the information and skills they need to help students achieve the NYS learning standards and to prepare parents to be effective partners in their children's education.

Program Contact:
Cheryl Ohanesian
Child, Family & Community Services
NYS Education Department
Education Building Annex, Room 375
Albany, NY 12234
(518) 474-5807

Program: Incarcerated Youth

Administering Agency: NYS Education Department

Objective: Supports educational services provided to school age youth incarcerated in county jails.

Program Contact:
Barbara Shay
Adult, Family, and Alternative Education Team
NYS Education Department
Education Building, Room 307
Albany, NY 12234
(518) 474-5808

Program: Family Life Education Program

Administering Agency: NYS Education Department

Objective: Provides technical assistance and training to local school districts and BOCES in family life education program planning and implementation.

Program Contact:
Gail Harding
Comprehensive Health & Pupil Services
NYS Education Department
Education Building, Room
Albany, NY 12234
(518) 486-6090

Program: ESEA Title VI

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Provides aid to improve elementary and secondary education programs in public and non-public schools.

Program Contact:
Laurie Rowe
Office of Innovative Programs
NYS Education Department
Education Building Annex, Room 464
Albany, NY 12234
(518) 474-1280

Program: Effective Schools Consortia

Administering Agency: NYS Education Department

Objective: Provides assistance to low performing schools as a means to develop and implement a comprehensive school improvement plan.

Program Contact:
Tom Orsini
Compensatory Education Unit
NYS Education Department
Education Building Annex, Room 461
Albany, NY 12234
(518) 474-7928

Program: Educationally Disadvantaged Children (Title 1)

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Expands and improves educational programs to meet the needs of educationally disadvantaged children in low income areas.

Program Contact:
Zenobia O'Neal
Compensatory Education Unit
NYS Education Department
Education Building Annex, Room 461
Albany, NY 12234
(518) 474-7928

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Program: Safe & Drug-Free Schools

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Grants provided for drug and violence prevention programs in public schools, private schools and BOCES.

Program Contact:
Arlene Sheffield
Comprehensive Health & Pupil Services
NYS Education Department
Education Building, Room
Albany, NY 12224
(518) 486-6090

Program: Rural Education Research Program

Administering Agency: NYS Education Department

Objective: Provides funding to conduct studies on education in rural localities.

Program Contact:
Suzanne Spear
BOCES Unit
NYS Education Department
Education Building Annex, Room 876
Albany, NY 12234
(518) 474-3936

Program: Goals 2000 — Title VI Innovative Education Program Strategies

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Funds competitive grants to support local planning and implementation, professional development and preservice education to support implementation of the NYS learning standards.

Program Contact:
Laurie Rowe
Office of Innovative Programs
NYS Education Department
Education Building Annex, Room 464
Albany, NY 12234
(518) 474-1280

Program: Adolescent Pregnancy

Administering Agency: NYS Department of Health; U.S. Department of Health & Human Services

Objective: Supports the provision of all needed health services to pregnant adolescents. Encourages pregnant adolescents to remain in school and to complete vocational schooling after pregnancy. Also helps to prevent unplanned repeat pregnancies in target population.

Program Contact:
Joan Linton
Bureau of Women's Health
NYS Dept. of Health
Corning Tower, Room 1805
Albany, NY 12237
(518) 474-3368

Program: Adolescent Family Life Research & Demonstration Projects

Administering Agency: U.S. Office of Adolescent Pregnancy Programs, Public Health Service

Objective: To support demonstration projects that test new approaches to providing care services for pregnant adolescents and adolescent parents and/or prevention services to encourage the postponement of premarital adolescent sexual activity.

Program Contact:
Patrick Sheeran, Acting Director
Office of Adolescent Pregnancy Programs
Office of Population Affairs
North Building, East-West Highway
5600 Fishers Lane
Rockville, MD 20857 (301) 594-4004

Program: Head Start & Early Head Start

Administering Agency: U.S. Administration for Children and Families (ACF), HHS

Objective: To support child development projects that provide a range of services to children (from birth to school age) and their parents.

Program Contact:
Allan Jones
Head Start Bureau, Region 2
Administration for Children and Families
26 Federal Plaza #1243
New York, NY 10278
(212) 264-2974

Program: School-to-Work Opportunities

Administering Agency: NYS Education Department; U.S. Department of Education and U.S. Department of Labor (jointly)

Objective: The purpose of STW is to implement the vision that all students are prepared to be productive citizens, members of the high performance workplace, and lifelong learners. The NYS STW Advisory Council has identified the following priorities: partnership building, connecting STW to the NYS learning standards, involving parents of all students, stimulating business involvement in STW.

Program Contact:
Jean Stevens, Assistant Commissioner
Office of Workforce Preparation & Continuing Education
NYS Education Department
Education Building, Room 319
Albany, NY 12234
(518) 474-8892

Program: Technology Literacy Challenge Fund

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Funds provided to schools to build capacity in using technology for teaching and learning.

Program Contact:
Chuck DeVoe
Office of Technology Policy
NYS Education Department
Education Building, Room 503
Albany, NY 12234
(518) 486-5832

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Program: Model Schools Program

Administering Agency: NYS Education Department

Objective: Professional network that provides instructional technology planning, customized professional development, and identification of teachers for peer review and demonstration.

Program Contact:
Lynn Reuss
Office of Curriculum & Instruction
NYS Education Department
Education Building Annex, Room 668
Albany, NY 12234
(518) 474-5922

Program: School Building Bilingual Excel

Administering Agency: NYS Education Department

Objective: Building-based grants to develop or enhance service to LEP students to ensure that their needs are fully addressed in individual public school buildings.

Program Contact:
Ileana Olazagasti
Office of Bilingual Education
NYS Education Department
Education Building Annex, Room 367
Albany, NY 12234
(518) 474-8775

Program: Two-Way Bilingual Education Grants

Administering Agency: NYS Education Department

Objective: A grant program to provide bilingual instructional services to both limited English proficient and English proficient students, with the ultimate goal that both groups will attain functional bilingualism.

Program Contact:
Edith Cruz
Office of Bilingual Education
NYS Education Department
Education Building Annex, Room 367
Albany, NY 12234
(518) 474-8775

Program: Part 154 Limited English Proficiency Aid

Administering Agency: NYS Education Department

Objective: School districts with approved Comprehensive Plans under Part 154 of Commissioner's regulations for limited English proficient students are eligible to receive additional State aid for each limited English proficient student appropriately served in a bilingual education or free-standing ESL program.

Program Contact:
Ileana Olazagasti
Office of Bilingual Education
NYS Education Department
Education Building Annex, Room 367
Albany, NY 12234
(518) 474-8775

Program: Elementary and Secondary Education Act (ESEA) Title VII

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Federal Funds are available for bilingual education, special alternative instructional programs, teacher training, fellowships, Foreign Language Assistance Program, schoolwide and districtwide improvement projects and others.

Program Contact:
Dr. Laurie Wellman
Office of Bilingual Education
NYS Education Department
Education Building Annex, Room 367
Albany, NY 12234
(518) 474-8775

Program: Emergency Immigrant Education Assistance (EIEA) Program

Administering Agency: NYS Education Department; U.S. Department of Education

Objective: Federal funds available to school districts with eligible immigrant students in public and non-public schools. Funding is based on the results of a statewide census and a follow-up application from those districts wishing to receive funds.

Program Contact:
Frank Otto
Office of Bilingual Education
NYS Education Department
Education Building Annex, Room 367
Albany, NY 12234
(518) 474-8775

Program: TANF Welfare-to-Work Programs

Administering Agency: NYS Department of Labor

Objective: The NYS Department of Labor (DOL) has responsibility for the administration of Welfare-to-Work (WTW) programs. In some cases, programs are administered directly by DOL through RFP or through partnerships with other agencies (e.g., SED, DOT, SUNY). At the local level, county social service districts are responsible for local WTW programs and frequently use education and training agencies to provide services.

Program Contact:
NYS Department of Labor
Welfare-to-Work Division
(518) 485-6289

Also:
Local Departments of Social Services
(check local phone directory)

Section 4: Commission/ Committee

NYS Legislative Commission on Rural Resources

The New York State Legislative Commission on Rural Resources is a joint, bi-partisan agency within the State Legislature. It began operation in 1983 with a mission to: examine the impact of rural resources upon the State's economy; review the existing laws and regulations as they pertain to rural resources; assess the effectiveness of programs designed to promote rural viability; and make recommendations and sponsor legislation in the State Legislature to enhance and protect rural resources.

There are 44 rural counties defined through statute, and a number of rural towns in metropolitan counties, with a total population of 3.5 million. The Commission's scope of work encompasses all aspects of rural life within those counties. The Commission develops and introduces legislation, produces research reports, a newsletter, policy recommendations, background papers, and conducts public hearings and forums.

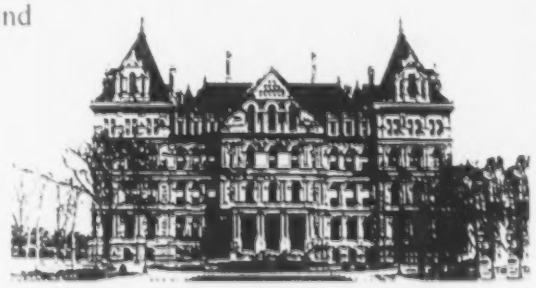
Contacts:
Ron Brach,
Executive Director
(518) 455-2544

Sue Bartle
Assembly Director
(518) 455-3999

Commission Members:
Senator Patricia K. McGee
Chair
Assw. RoAnn M. Destito
Vice-Chair

Senator Mary Lou Rath
Senator James W. Wright
Senator Neil D. Breslin
Sen. William T. Stachowski

Assm. Jacob E. Gunther, III
Assm. Martin A. Luster
Assemblyman James Bacalles
Assm. H. Robert Nortz



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Rural Education Advisory Committee

The Rural Education Advisory Committee was established in 1990 as a result of legislation sponsored by the Legislative Commission on Rural Resources. Its primary mission is to identify and disseminate information on raising the aspirations and increasing opportunities for rural students, families, and communities through the pursuit of excellence and equity for rural students. It is a seven member committee that is chaired by the Commissioner of Education. Its membership includes school administrators, government officials, parents and program operators.

Contact: Charles H. Bohlen, Jr., District Superintendent of Schools, Jefferson/Lewis/ Hamilton/Herkimer/ Oneida BOCES (315) 788-0400

Rural Education Advisory Committee

Committee Members:

Charles H. Bohlen, Jr.
Chair

Ronald Dougherty,
President
Broome-Tioga BOCES

Dr. George F. Mack, Supt.
Walton C SD

Michael Joseph, Jr.,
Executive Director
Rural Schools Program

Judith Duken, Director
Asst. Superintendent
Saratoga/Warren BOCES

Ruth Henry, Member
Pine Valley CSD Bd. of Education

James G. Hill, Business Development Rep.
Herkimer Co. Trust Co.

Advisors:

Peter Applebee, Director
NYS Senate Education Committee

Mary Ann Awad
NYSUT

Ronald C. Brach
Executive Director
NYS Legis. Commission on Rural Resources

Suzanne Spear
NYS Education Dept.

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New York State
Legislative Commission on Rural Resources
Legislative Office Building
Albany, NY 12247
(518) 455-2544